DOCUMENT RESUME

ED 421 538 TM 028 864

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TITLE The Performance Assessment Handbook. Volume 1: Portfolios and Socratic Seminars. Designs from the Field and Guidelines for the Territory Ahead.
ISBN ISBN-1-883001-16-1
PUB DATE 1996-00-00
NOTE 186p.; For Volume 2, "Performances and Exhibitions," see TM 028 865.
AVAILABLE FROM Eye on Education, 6 Depot Way West, Suite 106, Larchmont, NY 10538 ($29.95).
PUB TYPE Books (010) -- Guides - Non-Classroom (055)
EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS Criteria; *Evaluation Methods; Outcomes of Education; *Portfolio Assessment; Portfolios (Background Materials); Psychometrics; Secondary Education; Secondary School Teachers; Standards; Student Evaluation; *Test Construction; Test Content; Test Use; Test Validity
IDENTIFIERS Paideia; *Socratic Method

ABSTRACT

This book is designed to help teachers, especially secondary school teachers, create and use performance assessments. The basic concept is that teachers must plan backwards from outcomes of education to shift the paradigm of curriculum-instruction-testing to a new and more fluid design. The book presents a wide variety of assessment approaches that teachers in many schools are already using. The bulk of the text provides examples of work in portfolio assessments and Socratic seminars. The portfolio, the best known and most commonly used performance assessment, has been used in writing evaluation for a number of years. Best-works, selection, and process portfolios are the forms most often used. Suggestions and examples are given for deciding what should go into the portfolio and how it should then be graded. Socratic seminars, based on the work of Mortimer Adler and the Padeia movement, also begin with considering the outcomes of education. The seminar, which unfolds around a text, gives students an opportunity to demonstrate what they know and can do. Implemented in a variety of settings and disciplines, these seminars provide a meaningful type of assessment. The following chapters are included: (1) "The Territory Ahead"; (2) "Skydiving in Your Classroom: The Individual and Reform"; (3) "Portfolio Assessment: The 'Multiple Choice' of Performance Assessment; (4) "Socratic Seminars: Discussions with a Difference"; (5) "Standards, Criteria, and Rubrics: Including Teachers and Students in the Search for Quality"; and (6) "Teacher, Teach Thyself: Self-Education for Assessment Reform." (Contains 26 figures and 54 references.) (SLD)

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